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ABSTRACT

A plan was developed to improve followup study response rates by refining techniques for data collection and improving student motivation to respond to daily requests. Factors affecting response rate to followup surveys were investigated, and alternative approaches were recommended. Findings indicated that current procedures--two mailouts of questionnaires to program completers followed by computer-generated postcards--were insufficient. The recommended followup procedure involved inclusion of the Social Security number on the Brevard Community College (BCC) completer and leaver list to make cross-referencing with the feedback list easier and more accurate, continuation of a revised mailed questionnaire that includes only the state-mandated questions, and provision of information concerning the impact of the new legislation about required placement rates in the cover letter. Another recommendation was increasing the amount of information gathered before a student leaves BCC through use of the accountability form for all vocational certificate programs and student completion of a program pre-completion form that provides employment data and name and address of an alternate contact. Upon implementation of the recommendations, the response rate substantially improved. Increased interest by instructors and division chairs helped in locating more graduates, and telephone calls to non-respondents contributed positively. (Sample information concerning the forms, questionnaires, and cover letters are appended.) (YLB)

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Final Report

Project No. 052-1525-5-2E21

From September 24, 1984 to August 31, 1985

IMPROVING FOLLOW-UP RESPONSE RATE AT BREVARD COMMUNITY COLLEGE

Brevard Community College
Educational Research and Planning
Cocoa, Florida 32922

U.S. DEPARTMENT OF EDUCATION
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Abstract of the Final Report

Title of Project:	Improving Follow-up Response Rate at Brevard Community College
Organization:	Brevard Community College
Project Director:	Robert E. Lawton
Expenditures:	$4,821.00
Duration of Project:	September 24, 1984 - August 31, 1985
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PROBLEM

Large numbers of former students cannot be located for inclusion in follow-up studies. This diminishes the College's ability to accurately assess its success in meeting student and employer requirements. Review of existing data confirm response rates that are too low to accurately determine if student job placement is sufficient to meet state and institutional standards.

OBJECTIVES

To develop a plan to improve follow-up study response rates. To increase faculty and administrative awareness of the need to determine student intentions, job placement and success in field. To increase response rates by refining techniques for data collection and improving student motivation to respond to daily requests.

PROCEDURES

Several factors affecting response rate to follow-up surveys were investigated utilizing the services of three staff members in the Office of Educational Research and Planning. Alternative approaches were then recommended.

RESULTS AND POTENTIAL UTILIZATION

Upon implementation of the recommendations, the response rate substantially improved. The increased cooperation between the Office of Educational Research and Planning, administrators, division chairs, and instructors has contributed positively toward the success of this project. Other institutions could benefit by applying these same procedures.

IMPROVING FOLLOW-UP RESPONSE RATE AT BREVARD COMMUNITY COLLEGE

INTRODUCTION

Follow-up studies collect data that are used to evaluate the effectiveness of programs and to provide administrators with information for better institutional planning. Successful programs can be used as models; unsuccessful programs can be reviewed to locate their deficient areas. These results are indicators useful in decision making relating to the addition, retention, and deletion of programs. Two types of information are collected, placement and follow-up. Placement information determines present activities of previous year's graduates; while follow-up information reports the opinions of former students concerning the educational foundations they received (Mehallis, 1982, p. 33).

Brevard Community College (BCC) conducts an annual follow-up study which involves tracking the progress of former students, both completers and leavers. A completer is one who " . . . finished a planned sequence of courses, services, or activities designed to meet either an occupational objective and obtained entry level job skills or a program designed for transfer (university parallel)" [Community College Management Information System Procedures Manual (CCMIS), 1980, p. 14.5]. A leaver is a former student " . . . who did not complete the program and did not return to enroll in the institution for two consecutive semesters or who notified the institution of intent not to enroll again" (CCMIS, 1980, p. 16.3). The follow-up study is always a year behind the current academic year, because it takes two semesters to identify the leavers. BCC began the follow-up of the 1983-1984 completers in the fall of 1984; after final registration for the 1985 winter term, the leavers were identified. This time lapse is responsible for many of the addresses being outdated. Students who have moved or gone away to school may not have left forwarding addresses.

BCC is one of 28 community colleges under the jurisdiction of the State Board of Community Colleges (SBCC). The follow-up process is established by Florida School Board of Education Rules 6A 14.55 and 6A 14.61 (5) and Florida Statutes 229.053 (i), 240.325 (9), and 240.325. Minimum standards concerning placement are found in the 1984 Omnibus Education Bill, Florida Statutes 229.551 (g). Section 50 states that any postsecondary job-preparatory program that does not have an average placement rate of 60 percent for any given year shall automatically be reviewed by the Department of Education. Any program that falls below the required placement rate for three consecutive years shall not receive state funding. Since BCC is a state funded institution, this funding is essential to the retention of programs. This 60 percent placement is increased to 70 percent beginning with the 1984-1985 academic year. Table 1 illustrates the application of placement standards. Tables 2 and 3 show examples of compliance and non-compliance. The law defines placement as someone employed in an occupation requiring the use of competencies acquired in the program, someone in the military, or a person who has continued on to related postsecondary education.

Table 1
Application of Placement Standards

Program Completion Year	Follow-up Year	Mandated Placement Standards
1982-83	1984	60%
1983-84	1985	60%
1984-85	1986	70%
1985-86	1987	70%

Table 2
Compliance

	82-83	83-84	84-85	85-86	86-87
Placement Rate Achieved	63%	58%	71%	75%	70%
Reaction	OK	Program Review	OK	OK	Continued

Table 3
Non-Compliance

	82-83	83-84	84-85	85-86	86-87
Placement Rate Achieved	63%	59%	58%	69%	
Reaction	OK	Program Review	Program Review	Program Review	Loses Eligibility

Before the passage of the Omnibus Bill, no specific placement standards existed. These new requirements have a far-reaching impact on the individual vocational programs and on the follow-up process itself. The programs, through their curricula and instructor, must sufficiently prepare the students to obtain employment; the follow-up process must contact as many former students as possible to report a 60-70 percent placement rate. Although the follow-up study involves tracking both completers and leavers, this report will be concerned only with the completers, since they are the ones affected by these new requirements. BCC had a response rate of 62 percent for the 1982-1983 follow-up study of completers. Therefore, most of the respondents needed to be placed to meet the 60 percent goal. This is not likely. Of the 27 programs that did not attain the 60 percent placement, 16 (59 percent) did not have 60 percent of the completers responding, so they had no chance of achieving this goal. The other 11 had average placement rates of 62 percent (see Table 4). The lack of actual placements is the problem, but the response rate is definitely a contributing factor. The response rate must be increased to provide a valid evaluation of each program. A high rate of response gives more creditability to a survey (Lockhart, 1984, p. 5). Many variables affect this response rate. Some of these factors are the current procedures, the types of survey, the survey instruments, and the cooperation received from the division chairs and the instructors. All of these areas will be investigated.

METHODOLOGY

Current Procedures

The follow-up reports are due July 15 each year. Questionnaires are mailed to the program completers of the previous academic year in December. This first mailing is timed to coincide with the Christmas vacation and semester break because many students who are going away to school or have moved are visiting their families in the area at that time . The second mailing to non-respondents is sent out four to six weeks later. Last year some new procedures were implemented which increased the response rate from an average of 50 percent to 62 percent. Computer-generated postcards were sent to non-respondents about six weeks after the second mailing. Students were able to telephone their responses or were sent another form if they requested one.

In February, BCC sends a computer tape to the SBCC listing the name, race, sex, Social Security number, and program major of each completer and leaver. The SBCC in turn matches the BCC tape with a tape from the State University System (SUS) to identify students who have transferred to colleges within the system. The SUS consists of the ten state-supported universities in Florida. This helps us determine if a student is continuing his education in a related field. The BCC tape is also matched with the Department of Labor files to identify those students employed in Florida, and their general field of employment. This indicates whether or not the former student is employed in a field that uses the competencies he has acquired from his vocational program at BCC. This feedback information is sent back to BCC in May and is used to locate data on non-respondents. BCC then matches the feedback list with its list of non-respondents. Currently the BCC follow-up list does not include the former students' Social Security numbers, but the feedback list is in Social Security order. Correlating these two lists is an inefficient and time-consuming process. Since a student identified in this manner is considered a respondent, improving

Table 4

RESPONSE AND PLACEMENT RATES
1982-83 COMPLETERS

PROGRAM	COMPLETERS	RESPONSES	% RESPONSES	PLACED	% PLACED
201 AIR COND/REFR MECH	43	33	76.7%	22	51.2%
101 AIR COND TECH	3	1	33.3%	1	33.3%
202 AUTOMOTIVE MACHINING	6	3	50.0%	2	33.3%
203 AUTOMOTIVE MECHANICS	19	12	63.2%	8	42.1%
102 BANK MANAGEMENT	3	3	100.0%	3	100.0%
112 BIOMEDICAL EQUIP/TECH	4	4	100.0%	3	75.0%
229 BUILDING CONSTRUCTION	7	3	42.9%	0	0.0%
132 BUSINESS MANAGEMENT	25	17	68.0%	10	40.0%
103 BUS MGT (OFFICE ADM)	6	6	100.0%	5	83.3%
205 CABINET MAKING & MILLWORK	18	5	27.8%	5	27.8%
105 CHILD CARE SERVICE	3	2	66.7%	1	33.3%
107 COMPUTER PROGRAMMING	55	34	61.8%	21	38.2%
325 CORRECTIONS	22	10	45.5%	7	31.8%
207 COSMETOLOGY	27	21	77.8%	17	63.0%
128 CRIMINAL JUSTICE	17	11	64.7%	8	47.1%
221 DENTAL ASSISTING	13	12	92.3%	9	69.2%
115 DRAFTING TECHNOLOGY	21	20	95.2%	19	90.5%
110 EDUCATION TECHNOLOGY	3	1	33.3%	1	33.3%
111 ELECTRICAL TECHNOLOGY	6	5	83.3%	5	83.3%
113 ELECTRONIC TECH (COMM)	4	3	75.0%	3	75.0%
114 ELECTRONIC TECH (DIGITAL)	41	29	70.7%	26	63.4%
140 ELECTRONIC TECH (ELECTROMECH)	4	4	100.0%	3	75.0%
322 EMT (AMBULANCE)	88	52	59.1%	35	39.8%
223 EMT (PARAMEDIC)	22	16	72.7%	11	50.0%
117 ENVIRONMENTAL TECH	5	1	20.0%	0	0.0%
135 FASHION MERCHANDISING	7	5	71.4%	5	71.4%
118 FIRE TECHNOLOGY	3	3	100.0%	3	100.0%
120 HUMAN SERVICES TECH	5	4	80.0%	3	60.0%
208 INDUSTRIAL ELECTRICITY	28	15	53.6%	11	39.3%
226 INDUSTRIAL ELECTRONICS	8	7	87.5%	6	75.0%
316 LAW ENFORCEMENT	75	51	68.0%	47	62.7%
212 MACHINE TOOLS	18	15	83.3%	14	77.8%
213 MARINE ENGINES	6	3	50.0%	2	33.3%
108 MARKETING MID-MANAGEMENT	28	15	53.6%	11	39.3%
125 MEDICAL LAB TECH	5	5	100.0%	5	100.0%
324 NURSE ASSISTING	56	35	62.5%	31	55.4%
126 NURSING (REGISTERED)	43	43	100.0%	40	93.0%
333 OFFICE ED (FINANCE)	1	1	100.0%	1	100.0%
130 OFFICE TECHNOLOGY	28	21	75.0%	20	71.4%
209 ORNAMENTAL HORTICULTURE	14	8	57.1%	5	35.7%
121 PHOTOGRAPHIC TECHNOLOGY	11	5	45.5%	4	36.4%
211 PRACTICAL NURSING	16	15	93.8%	14	87.5%
227 PRECISION SHEET METAL	16	8	50.0%	5	31.3%
217 RADIO/TV REPAIR	5	3	60.0%	3	60.0%
133 RADIOLOGIC TECH	7	6	85.7%	5	71.4%
232 RESPIRATORY THERAPY	8	8	100.0%	8	100.0%
139 SOLAR TECHNOLOGY	4	3	75.0%	2	50.0%
218 SMALL GAS ENGINES	10	7	70.0%	2	20.0%
116 TECHNICAL ILLUSTRATION	3	0	0.0%	0	0.0%
131 TECHNICAL WRITING	2	2	100.0%	2	100.0%
210 UPHOLSTERY	11	5	45.5%	2	18.2%
220 WELDING	28	17	60.7%	10	35.7%

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this procedure would also increase the overall response rate. Accountability forms supplied by the Industrial and Allied Health Divisions for the previous year are also checked for employment data (see Appendix A). These data are entered into the computer and statistical analysis provides results which are transposed onto the state forms.

Types of Surveys

Although a follow-up study is a state-mandated process, the methods of gathering data concerning former students is up to the individual community colleges. Mailed questionnaires, personal interviews, and telephone interviews are all possibilities. Each method has its advantages and disadvantages. Mailed questionnaires are less costly, can reach a larger audience in diverse geographic areas, and can be completed in the privacy of one's home. A low response rate can be a drawback (Kolin, 1982, p. 257). The two types of interviews require more time and expense. The size of the target population is also a factor. Studies show that the reliability of mailed surveys is only slightly less than that of interviews; therefore, the use of interviews for a large population is not cost effective (Lockhart, 1984, p. 1). BCC does not use a sampling technique because it must show a 60 percent placement rate for program completers, not just 60 percent of a sample. Approximately 2,000 completers and 4,000 leavers are surveyed annually.

Instruments

The survey instruments may be responsible for the level of the response rate. "The appearance and arrangement of the survey form is vital to a successful survey" (Berdie, 1974, p. 31). Often, the visual effect determines whether a questionnaire is read or discarded. The format of the survey instrument depends upon the method of tabulation. A hand-tabulated questionnaire would be designed differently from one that was to be computer analyzed. Since BCC uses the computer-assisted method, the answers are positioned to make them easily seen by the data entry person. If the answers are "lined up" as opposed to being scattered all over the form, there is less chance of an input error. Proper organizational technique saves data entry time which has an effect on the total cost of the project and on the accuracy of the results.

Although some aspects of BCC's current form follow the rules for a successful questionnaire, many areas need to be improved. The present form (see Appendix B) is visually attractive with the title in bold print on the front page of the form. This form was designed with computer-assisted data entry in mind. Most of the questions are closed, which means the respondent has a limited number of choices (Kolin, 1982, p. 261), but there is a space for comments which is essential for an effective form. Many questions (those annotated with an asterisk in Appendix B) are state-mandated and must be included verbatim. This limits the flexibility we have in the total design of our questionnaire.

BCC's form has been compressed to fit both sides of letter-size paper and is folded in half like a book. This is equivalent to four typewritten pages. Questions concerning several subject areas are included. In the past we felt we should try to gather additional information along with the data mandated by the state, since we were already going through the expense of mailing the questionnaires.

The cover letter can also affect response rate to a survey. A favorable first impression is important. Cover letters should be short and of high quality. They should explain the reason for the survey and tell why the recipient has been chosen to respond (Berdie, 1974, p. 59). If a respondent feels his participation is essential to the survey, he is more likely to complete the questionnaire. BCC's cover letter follows these rules (see Appendix C). Personalization of cover letters was once thought to have a positive effect on response rate. However, if the respondent desires anonymity, the effect of increased personalization can be negative. Studies have shown that personalization is a variable with little effect on response rates and the extra costs are usually not justified by the benefits (Andreasen, 1970, p. 277). BCC must be able to identify responses with a particular program and the race and sex of the respondent, so complete anonymity cannot be obtained. Once the data are compiled into report form, no connection is made between an individual respondent and his responses.

Cooperation of Division Chairs and Instructors

There are a variety of ways the division chairs and instructors can help with the follow-up study. Before the students leave BCC they can assist the Office of Educational Research and Planning by providing a current address and employment information. This information is now being obtained through the accountability form which is used by the Industrial and Allied Health Divisions. A computer run is done once each term after the last day of withdrawals. The information is used as a backup to check employment information of students who do not respond to the mailed surveys next year. It is also available to program managers who need to have current information on placements or completions for a particular program.

Exemplary Practices

Exemplary practices at other community colleges have been investigated. Florida Keys Community College (FKCC) is a very small school with only about 3,000 degree-seeking students. Because of its size, the Dean of Student Services personally signs each cover letter. Since he knows most of the graduates, he adds an individual note to each one. FKCC feels that this extra effort increases its response rate (Mehallis, 1982, p. 43). The follow-up procedures at Sante Fe Community College (SFCC) and Valencia Community College (VCC) are similar to those used at BCC. VCC also telephones non-respondents after two mailings.

SUMMARY

Brevard Community College (BCC) is one of 28 community colleges under the jurisdiction of the State Board of Community Colleges (SBCC). BCC conducts a state-mandated follow-up study annually. New legislation has determined minimum placement standards for the job-preparatory vocational program completers. Each program must be able to show a 60 percent (70 percent beginning with the 1984-1985 academic year) placement. Programs failing to meet this requirement for three consecutive years will no longer be eligible for state funding. BCC has an average response rate of 50-60 percent of program completers. To achieve the required percentage of placements, the response must be increased.

Many factors affect the response rate to a mailed survey. Current procedures, types of survey, survey instruments, and the cooperation of the division chairs and instructors, have been studied in relation to their effect on the response rate. Currently BCC sends out two mailings of the questionnaire followed by a computer-generated postcard to non-respondents. The feedback list supplied by the SBCC is in Social Security number order and the BCC completer and leaver lists are in alphabetical order. BCC does not use the sampling method for its follow-up study. Sixty percent of the completers must be placed, not 60 percent of a sample. BCC's present questionnaire includes many questions in addition to those mandated by the state. It is equivalent to four typewritten pages. The cover letter follows most rules for a successful instrument. Much valuable information is obtained from the acocuntability forms used by the Allied Health and Industrial Divisions. Exemplary practices at other community colleges have been investigated. Increasing the response rate presents a two-fold challenge: first, collecting as much data as possible on students before they leave BCC, and second, contacting the maximum number of former students. While a higher response rate does not guarantee an increased placement rate, each program will receive a more valid evaluation.

CONCLUSIONS

The two mailouts followed by the computer-generated postcards are insufficient since only a 50 to 60 percent response rate has been achieved. The feedback list and the BCC completer and leaver lists are incompatible. Correlating these documents is tedious and inefficient. Because BCC does not use the sampling technique, the survey population is too large for the telephone and personal interview methods. Mailed questionnaires are feasible, but BCC's current form contains unrelated and redundant questions. Making the form longer and more complicated may have decreased the response rate; therefore, less information has been obtained. The cover letter could be improved. Since important data are collected through the accountability forms, the expanded use of this form might be beneficial. After studying exemplary programs at other community colleges, little information was found that was applicable to BCC.

RECOMMENDATIONS

This year the BCC completer and leaver list should include the Social Security number which will make cross referencing with the feedback list easier and more accurate.

BCC should continue the mailed questionnaire, but it must be revised. Only the state-mandated questions should be included (see Appendix D). The cover letter should include information concerning the impact of the new legislation (see Appendix E).

To increase the amount of information gathered before a student leaves BCC, the accountability form should be used for all vocational certificate programs. If the division chairs would provide the Office of Educational Research and Planning with the sequence numbers of selected classes in their division which would count each student once per program, a form could be generated on a class roll basis. A program pre-completion form has been drafted to be completed for AS students who are about to graduate (see Appendix F). When students apply for graduation, they should also complete this form. The exit

form will provide employment data. Another item on the exit form requests the name and address of an alternate contact who will know the whereabouts of the student. This should improve the likelihood of finding a current address. If the first mailout is returned because of an outdated address, we would then have a better chance of locating that student. The division chairs and instructors could provide us with information on non-respondents. After the second mailing, we could send an annotated list to the division chairs and the placement office, who would be asked to supply any information available for the students we were unable to contact. They may know either a current address for the former student or where he is employed. This cooperation between the Office of Educational Research and Planning and the divisions should enhance the probability of showing a more accurate placement rate. BCC should try a telephone survey technique to locate graduates who have not responded to the two mailings or the computer-generated postcards. A qualified student assistant could aid in this process. A formal process should be developed to inform the current students of the importance of the follow-up study.

FINDINGS

Results were very positive when the follow-up process for the 1983-1984 completers implemented the previous recommendations. Having the completer and leaver lists in Social Security number order expedited the cross-referencing process. Many more graduates were located in this manner. The new shortened form and the revised cover letter combined to increase the response rate for the mailouts. Expanded use of the accountability forms and the use of the program pre-completion forms both aided in identifying additional placements. Increased interest by instructors and division chairs was responsible for locating many more graduates. Telephone calls to the remaining non-respondents enabled some programs to meet the placement goal.

A review of the results shows that 43 of 54 programs with completers achieved the minimum placement required (see Table 5). Of those 11 that did not, six had already been discontinued or combined with another program and one (Cabinet Making) had a 58.33 percent placement rate. The other four failing to achieve 60 percent placement were Marketing, Technical Illustration, Technical Writing, and Upholstery.

Only with greatly increased effort on the part of faculty members, Division Chairs, Provosts and the Vice President of the College, were we able to achieve an overall response rate of 88 percent this year. For 19 programs, the response rate was 100 percent and no current programs failed to meet the required placement standard because of an insufficient response rate.

Overall about 92 percent of all current programs achieved the required placement and nearly 80 percent of all completers we reached were found to be placed.

Table 5

Response and Placement Rates
1983-84 Completers

COLLEGE: BREVARD

CIP CODE AND PROGRAM NAME	ENROLLEES	COMPLETERS	RESPONSE RESPONSES	RESPONSE RATE	EMPLOYED RELATED	EMPLOYED MILITARY	EDUCATION RELATED	EDUCATION PLACED	% PLACED
1210106010 ORNAMENTAL HORTICULTURE	21	11	10	90.91%	6	1		7	63.64%
1220614010 MARKETING MID-MANAGEMENT	32	6	4	66.67%	2			2	33.33%
1220617010 REAL ESTATE SALES	27	0	NOT APPLICABLE						
1220618990 BUSINESS MANAGEMENT	481	26	23	88.46%	19			19	73.08%
1220801020 FASHION MERCHANDISING	86	8	8	100.00%	4		1	5	62.50%
1220804010 BANK MANAGEMENT	36	3	2	66.67%	2			2	66.67%
1220804011 SAVINGS & LOAN MGMT			NOT APPLICABLE						
1231701010 DENTAL ASSISTING	32	8	8	100.00%	6			6	75.00%
1231702050 EMT (AMBULANCE)	104	91	82	90.11%	46	5	5	56	61.54%
1231702060 EMT (PARAMEDIC)	24	19	19	100.00%	16	1		17	89.47%
1231702090 RADIOLOGIC TECH	31	6	6	100.00%	6			6	100.00%
1231703090 MEDICAL LAB TECH	34	8	7	87.50%	7			7	87.50%
1231704060 HUMAN SERVICES TECH	6	5	5	100.00%	1		1	2	40.00%
1231706020 NURSE ASSISTING	58	47	47	100.00%	27	1	1	29	61.70%
1231706050 PRACTICAL NURSING	50	13	13	100.00%	9	2		11	84.62%
1231708190 RESPIRATORY THERAPY	31	8	8	100.00%	8			8	100.00%
1231811010 NURSING (REGISTERED)	118	46	38	82.61%	35		1	36	78.26%
1242001090 HOME ECONOMICS (CONSUMER)			NOT APPLICABLE						
1242002010 CHILD CARE SERVICE	59	8	7	87.50%	5			5	62.50%
1242004010 FOOD SERVICE MGT	1	1	1	100.00%	1			1	100.00%
1250701020 ACCOUNTING TECHNOLOGY			NOT APPLICABLE						
1250701030 OFFICE ED (FINANCE)	9	0	NOT APPLICABLE						
1250703050 COMPUTER PROGRAMMING	1041	70	66	94.29%	33		10	43	61.43%
1250706030 SECRETARIAL	18	0	NOT APPLICABLE						
1250706060 OFFICE TECHNOLOGY	321	28	23	82.14%	18		1	19	67.86%
1250707000 OFFICE EDUCATION (CLERICAL)	13	0	NOT APPLICABLE						
1261001030 PHOTOGRAPHIC TECHNOLOGY	64	8	7	87.50%	5		2	7	87.50%
1261204030 COSMETOLOGY	77	33	27	81.82%	18	1	1	20	60.61%
1261502010 CIVIL TECHNOLOGY	10	0	NOT APPLICABLE						
1261502020 DRAFTING TECHNOLOGY	204	30	23	76.67%	14		4	18	60.00%
1261503020 ELECTRICAL TECHNOLOGY	102	15	14	93.33%	10			10	66.67%
1261503030 ELECTRONIC TECH (COMM)	109	2	2	100.00%	2			2	100.00%
1261504010 BIOMEDICAL EQUIP/TECH	27	4	4	100.00%	3		1	4	100.00%
1261504020 ELECTRONIC TECH (DIGITAL)	375	39	38	97.44%	28		4	32	82.05%
1261504030 ELECTRONIC TECH (ELECTROMECH)	52	5	4	80.00%	4			4	80.00%
1261505010 AIR COND TECH/SOLAR TECH	46	8	8	100.00%	4		3	7	87.50%
1261507020 QUALITY CONT & RELIABILITY	7	2	1	50.00%	1			1	50.00%
1262311010 TECHNICAL WRITING	36	1	1	100.00%				0	0.00%
1264602010 BUILDING CONSTRUCTION/ENER CONS	42	5	4	80.00%	4			4	80.00%
1264603020 INDUSTRIAL ELECTRICITY	89	27	20	74.07%	17			17	62.96%
1264701030 RADIO/TV REPAIR	13	5	3	60.00%	2		1	3	60.00%
1264701050 INDUSTRIAL ELECTRONICS	24	8	7	87.50%	5			5	62.50%
1264701990 ELECTRONIC CHASSIS ASSEMBLY	69	43	39	90.70%	30		2	32	74.42%
1264702010 AIR COND/REFR MECH	154	43	39	90.70%	28		2	30	69.77%
1264706040 AUTOMOTIVE MECHANICS	76	20	15	75.00%	8	1	3	12	60.00%
1264706041 ADV AUTOMOTIVE MECHANICS	1	1	1	100.00%	1			1	100.00%
1264706060 SMALL GAS ENGINES	27	10	8	80.00%	4			4	40.00%
1264803030 UPHOLSTERY	21	2	2	100.00%	1			1	50.00%

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1264805030 MACHINE TOOLS	51	22	17	77.27%	15			15	68.18%
1264805031 AUTOMOTIVE MACHINING	34	7	5	71.43%	3			3	42.86%
1264805060 PRECISION SHEET METAL	20	14	11	78.57%	7			7	50.00%
1264805080 WELDING	138	29	26	89.66%	17		1	18	62.07%
1264807030 CABINET MAKING & MILLWORK	37	12	12	100.00%	4		3	7	58.33%
1264903060 MARINE ENGINES	25	5	4	80.00%	3			3	60.00%
1265004030 TECHNICAL ILLUSTRATION	69	7	5	71.43%	2			2	28.57%
1271312990 EDUCATION TECHNOLOGY	3	1	1	100.00%	1			1	100.00%
1271505990 ENVIRONMENTAL TECH	17	3	1	33.33%	1			1	33.33%
1274301020 CORRECTIONS (MIN STANDS)	18	13	13	100.00%	10		1	11	84.62%
1274301030 CRIMINAL JUSTICE	164	25	20	80.00%	14		1	15	60.00%
1274301050 LAW ENFORCEMENT	41	36	32	88.89%	28	1		29	80.56%
1274302010 FIRE TECHNOLOGY	25	2	2	100.00%	2			2	100.00%
1274302030 FIRE FIGHTING (MIN STANDS)	44	32	27	84.38%	17	1	2	20	62.50%
1274302031 FIRE FIGHTING (VOLUNTEER)	22	0	NOT APPLICABLE						

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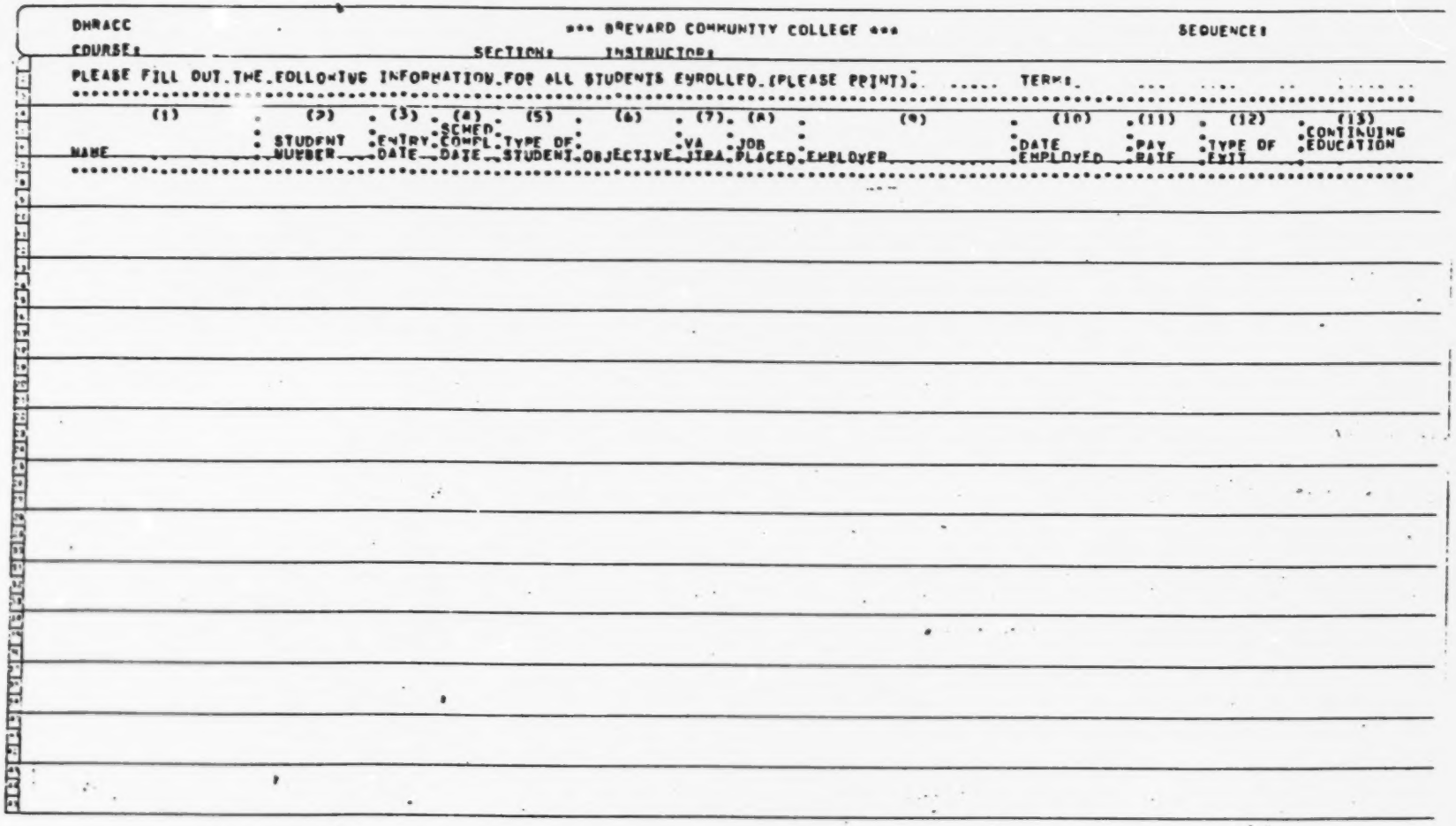
APPENDICES



DHRACC *** BREVARD COMMUNITY COLLEGE *** SEQUENCE:

COURSE: SECTION: INSTRUCTOR:

PLEASE FILL OUT THE FOLLOWING INFORMATION FOR ALL STUDENTS ENROLLED (PLEASE PRINT). TERM:

(1) NAME	(2) STUDENT NUMBER	(3) ENTRY DATE	(4) SCHED COMPL DATE	(5) TYPE OF STUDENT	(6) OBJECTIVE	(7) VA JTPA	(8) JOB PLACED	(9) EMPLOYER	(10) DATE EMPLOYED	(11) PAY RATE	(12) TYPE OF EXIT	(13) CONTINUING EDUCATION

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34. When did you begin working for your present employer?
- ☐ A. Before enrolling in BCC
- ☐ B. While attending BCC
- ☐ C. After leaving BCC

SECTION C – IF YOU HAVE ENROLLED IN *ANOTHER* COLLEGE PLEASE COMPLETE THIS SECTION

35. What best describes the type of institution you are now attending? If you are not now attending, give the type of institution most recently attended since leaving BCC.
- ☐ A. Four-year college or university
- ☐ B. Technical school
- ☐ C. Two-year college
- ☐ D. Other (specify) _____

36. What is the name and location of the institution?
- ☐ A. University of Central Florida - Orlando
- ☐ B. University of Central Florida - Brevard Center
- ☐ C. University of South Florida - Tampa
- ☐ D. University of Florida - Gainesville
- ☐ E. Florida State University - Tallahassee
- ☐ F. Other _____

37. Was your transfer accomplished without difficulty?
- ☐ A. Yes
- ☐ B. No (specify difficulty) _____

38. Did you receive any scholarships?
- ☐ A. Yes (specify) _____
- ☐ B. No

39. What your current major? (specify)

_____

40. How does the quality of instruction at BCC compare with that of the institution you are now attending? BCC instruction was:
- ☐ A. Better
- ☐ B. About the same
- ☐ C. Not as good

THANK YOU FOR YOUR COOPERATION

BREVARD COMMUNITY COLLEGE
Maxwell C. King, President

BOARD OF TRUSTEES
Roger W. Dobson, Chairperson
Mrs. Irene H. Burnett, Vice Chairperson
Robert L. Nabors
Philip F. Nohrr
Ralph M. Williams, Jr.

Brevard Community College is an equal opportunity/equal access institution.

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BREVARD COMMUNITY COLLEGE Reporting Period 1982–83

COMPLETER/LEAVER FOLLOW-UP FORM

SECTION A – EVERYONE SHOULD COMPLETE THIS SECTION

1. What was your primary objective in attending BCC?
- ☐ A. Exploration of new career or academic areas
- ☐ B. Preparation for immediate entry into a career
- ☐ C. Preparation for transfer to a four-year institution
- ☐ D. Update skills for a job currently held
- ☐ E. Interest and self-enrichment
- ☐ F. Other (specify) _____

2. Was your goal as indicated in question number one achieved?
- ☐ A. Yes
- ☐ B. No (If no, please check and/or list all applicable reasons why)
  - ☐ Attendance problems
  - ☐ Grade problems
  - ☐ Transportation problems
  - ☐ Found job in field of training
  - ☐ Conflicting job hours
  - ☐ Dissatisfied with course content
  - ☐ Dissatisfied with BCC in general
  - ☐ General dissatisfaction with education
  - ☐ Change in residence
  - ☐ Financial reasons
  - ☐ Other _____

3. Do you plan to further pursue the objective as indicated in question number one?
- ☐ A. Yes (If yes, where)
  - ☐ At BCC
  - ☐ At another college/university
- ☐ B. No

4. Which statement best describes your feeling about your educational experiences at BCC?
- ☐ A. Very satisfied
- ☐ B. Satisfied
- ☐ C. Neutral
- ☐ D. Disappointed
- ☐ E. Very disappointed

5. How would you rate the quality of guidance (counseling) services provided by teachers, counselors, and other school personnel for this vocational program?
- ☐ A. Received and would rate
  - ☐ (1.) Very good
  - ☐ (2.) Good
  - ☐ (3.) Poor
  - ☐ (4.) Very poor
- ☐ B. Sought services but did not receive
- ☐ C. Did not seek services

6. How would you rate the quality of placement services provided by teachers, counselors, and other school personnel for this vocational program?
- ☐ A. Received and would rate
  - ☐ (1.) Very good
  - ☐ (2.) Good
  - ☐ (3.) Poor
  - ☐ (4.) Very poor
- ☐ B. Sought services but did not receive
- ☐ C. Did not seek services

Please indicate your overall feelings about the following aspects of BCC based on your experience. The letters are coded as follows:

A. Very satisfied
B. Satisfied
C. Dissatisfied
D. Very dissatisfied
E. No basis for an opinion

7.	A	B	C	D	E	Admissions Procedures
8.	A	B	C	D	E	Counseling/Guidance Services
9.	A	B	C	D	E	Student Orientation
10.	A	B	C	D	E	Registration Procedures
11.	A	B	C	D	E	Financial Aid Services
12.	A	B	C	D	E	Veterans Services
13.	A	B	C	D	E	Health Servcies
14.	A	B	C	D	E	Career Planning & Placement
15.	A	B	C	D	E	Class Scheduling
16.	A	B	C	D	E	Course Offerings
17.	A	B	C	D	E	Instructors interest in & accessibility to students
18.	A	B	C	D	E	Classroom instruction in your major field of study
19.	A	B	C	D	E	Classroom/Laboratory Facilities
20.	A	B	C	D	E	Bookstore Services
21.	A	B	C	D	E	Learning Labs
22.	A	B	C	D	E	Library Services
23.	A	B	C	D	E	Eating Facilities - Physical
24.	A	B	C	D	E	- Location
25.	A	B	C	D	E	- Service
26.	A	B	C	D	E	- Quality

Comments _____

_____

_____

27. How would you rate the quality of the educational training you received?
- ☐ A. Very good
- ☐ B. Good
- ☐ C. Poor
- ☐ D. Very poor

28. What is your current educational status? (Check one)
- ☐ A. Currently attending school
- ☐ B. Not currently attending school

29. If full-time or part-time student -
- ☐ A. I am continuing my education at *another* institution
  - ☐ (1.) In related field to the one I was trained in.
  - ☐ (2.) In non-related field to the one I was trained in.
- ☐ B. I am continuing my education at Brevard Community College.
  - ☐ (1.) In related field to the one I was trained in.
  - ☐ (2.) In non-related field to the one I was trained in.

30. What is your current employment status? (Check one)
- ☐ A. Employed (Includes all employment even if below your qualifications. Does not include full-time Military.)
- ☐ B. Employed (Full-time Military Service)
- ☐ C. Unemployed (Not employed, but actively seeking employment)
- ☐ D. Not in labor force and not seeking employment because:
  - ☐ (1.) Personal Choice
  - ☐ (2.) Illness
  - ☐ (3.) Full-time student
  - ☐ (4.) Retired
  - ☐ (5.) Pregnancy
  - ☐ (6.) Other _____

SECTION B – IF YOU ARE EMPLOYED, PLEASE COMPLETE THIS SECTION

31. If you are currently employed, is your current job related to your field of vocational training?
- ☐ A. Yes, it is directly or closely related.
- ☐ B. No, it is only remotely related or not related at all.

  If you are currently employed in a job not related to your training, please indicate the reason why.
  - ☐ (1.) Was already working with present employer before I completed my vocational program.
  - ☐ (2.) Did not feel sufficiently qualified for a job in my field of preparation.
  - ☐ (3.) Preferred to work in another field.
  - ☐ (4.) Found better paying job in another field
  - ☐ (5.) Could not find a job in my field without relocating.
  - ☐ (6.) Continued education at *another* institution
    - ☐ a. Education is in field related to my training.
    - ☐ b. Education is in a field not related to my training.
  - ☐ (7.) Continued education at Brevard Community College.
    - ☐ a. Education is in a field related to my training.
    - ☐ b. Education is *not* in a field related to my training.
  - ☐ (8.) Other _____

32. If you are currently employed, other than full-time Military Service, please provide the following information on your present job.
- ☐ A. Name of company (If self-employed, write SELF)

  _____
- ☐ B. Company or firm mailing address.

  _____

  _____

  City State Zip
- ☐ C. Your immediate supervisor.

  _____

  Last Name First Name Middle Init.
- ☐ D. Your job title _____
- ☐ E. Your Job Duties _____

33. What is your current salary before deductions? (Do not add overtime)
- ☐ $_____ Per_____
- ☐ The salary in the perceding item is based on_____hours per week employment.

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BREVARD COMMUNITY COLLEGE

December 8, 1983

Dear BCC Graduate:

We need your help. Brevard Community College is conducting a follow-up study of its 1982-83 graduates. As an individual who completed the requirements of one of our programs, only you can provide the kind of information we need to assess our activities and make necessary improvements. Should you someday return to BCC, we know you and others will be well rewarded through the changes you can help us make.

Please take the next few minutes to answer the enclosed questionnaire and return it in the self-addressed, stamped envelope. Your cooperation in assisting the college with this data is appreciated.

Sincerely,

Robert E. Lawton

Robert E. Lawton, Director
Educational Research and Planning

REL:chg

Enclosure

Cocoa Campus
1519 Clearlake Road
Cocoa, Florida 32922
(305) 632-1111

Melbourne Campus
3865 North Wickham Road
Melbourne, Florida 32935
(305) 254-9305

Titusville Campus
1311 N. Washington Ave.
Titusville, Florida 32780
(305) 269-6664

APPENDIX D

BREVARD COMMUNITY COLLEGE

Reporting Period 1983-84

COMPLETER/LEAVER FOLLOW-UP FORM

What is your current educational status? (Check one)

_____ Currently attending school.

_____ Not currently attending school.

If you are currently attending school, is your educational program related to your field of vocational training?

_____ YES _____ NO

What is your current employment status? (Check one)

_____ Employed (includes all employment, even if below your qualifications: does not include full-time military service.)

_____ Employed (full-time military service.)

_____ Unemployed (not employed, but actively seeking employment.)

_____ Not in labor force (not employed and not seeking employment because of choice, illness, retirement, pregnancy, or other such reason.)

If you are currently employed,

Are you using the knowledge and skills gained in your vocational program in your job?

_____ YES _____ NO

Is the job related to your field of vocational training?

_____ Yes, it is directly or closely related.

_____ No, it is only remotely related or is not related at all.

If you are not working in a job related to your field of vocational training, please indicate the major reason why. (Mark only one response.)

_____ Was already working with present employer before I completed my vocational program.

_____ Did not feel sufficiently qualified for a job in my field of preparation.

_____ Preferred to work in another field.

_____ Found better paying job in another field.

_____ Could not find a job in my field without relocating.

_____ Other, (Specify) _____

If you are currently employed, other than full-time military service, please provide the following information on your present job.

Name of Company or Firm (if self-employed, please write self):

_____

Company or Firm mailing address:

_____

Address City State Zip

Your immediate supervisor: _____

Last Name First Name Middle Initial

Your job title: _____

Your job duties: _____

What is your current salary before deductions? (Do not add in overtime.)

$ _____ per _____

The salary in the preceding item is based on _____ hours per week employment.

Please rate the following services. Check (x) one box each for items a, b, and c.

	Very Good	Good	Poor	Very Poor	Did Not Request Service	Requested, But Did Not Receive Service
a. Guidance services provided by teachers, counselors, and other school personnel.						
b. Job placement services provided by teachers, counselors, and other school personnel.						
c. Training received in the vocational program.						

Dear BCC Graduate:

We need your help. Our current planning efforts and recent state legislation mandate that we conduct a survey to determine the current employment and educational status of all 1983-84 graduates. Since not only the improvement of programs, but their continued existence depends upon the outcome of this survey, I cannot over-emphasize the importance of your returning the enclosed form promptly.

On this form, the occasional use of the term "vocational" in conjunction with programs or training is meant in a general sense. It should be interpreted broadly to include any "academic studies" as well as specific occupational, preparatory or other educational activities.

We have made the form as brief as the state laws permit, and have enclosed a self-addressed envelope for your convenience. Please take the next moment or two to check the appropriate boxes and place it in the mail today. Your cooperation will not only eliminate the costs of additional time and mailings, it will help to sustain and improve your community college. Thank you for helping!

Sincerely,

Robert E. Lawton, Director
Educational Research and Planning

REL:cg

Attachment

Cocoa Campus
1519 Clearlake Road
Cocoa, Florida 32922
(305) 632-1111

Melbourne Campus
3865 North Wickham Road
Melbourne, Florida 32935
(305) 254-9305

Titusville Campus
500 Lane Avenue
Titusville, Florida 32780
(305) 269-6884

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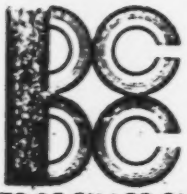

BREVARD COMMUNITY COLLEGE
EDUCATIONAL RESEARCH & PLANNING OFFICE

PROGRAM PRE-COMPLETION FORM

TO BE FILLED OUT BY STUDENTS APPLYING FOR GRADUATION OR COMPLETING PROGRAMS

Student Number: _____ **Program Major:** _____ **Completion Date(Month/Year):** _____

Name: _____ **Social Security Number:** _____ **Telephone:** _____

Current Address: _____
Street **City** **State** **Zip**

ALTERNATE CONTACT *(address, other than above, and name of someone who will know how to contact you):*

_____

_____

☐ 1. I am planning to continue my education at:

_____
NAME & ADDRESS OF UNIVERSITY

☐ 2. I accepted a job at (please include Military Service):

NAME OF EMPLOYER _____

MAILING ADDRESS _____

NAME OF IMMEDIATE SUPERVISOR _____

YOUR JOB TITLE _____

YOUR JOB DUTIES _____

Are you employed: ☐ full-time ☐ part-time

3. Is this job related to your field of studies?
   - ☐ Yes, it is directly or closely related.
   - ☐ No, it is only remotely related or is not related at all.

4. What is your current salary? (Do not add in overtime.)

   $ _____ per _____

☐ 5. I would like the college placement service to help me find a job.

☐ 6. I am not available for placement at this time. I have no plans to further my education or to seek employment.
(Please check the box below which best explains why you are not available for placement.)
   - ☐ I took the program for personal enrichment purposes only.
   - ☐ I became pregnant, causing me to forego a new career.
   - ☐ My marital status changed, causing me to forego a new career.
   - ☐ I was unwilling to move to a new locality to take an available job.
   - ☐ Other reason (please explain) _____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION

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